



Integrating Essential Practical Sessions into the Generic Elective Course in Physical Education Curriculum: A Case Study

Received : August 6, 2024

Revised : September 06, 2024

Accepted: September 28, 2024

Publish : September 30, 2024

Kumar P*, Ravinder Pal Ahlawat, Jaiprakash Bhukar, Parveen Kumar, Sandeep Dhull, Gajender Singh, Ajithkumar L, Kasthuri Thilagam P

Abstract:

Physical education courses, traditionally a blend of theory and practice for their own department students, are often delivered as purely theoretical classes for students from non-physical education disciplines enrolled in Generic Elective Courses (GEC). This approach can lead to disengagement and boredom, as students are already exposed to multiple theoretical classes throughout the day. To address this issue, the Department of Physical Education at the Central University of Haryana revised its GEC curriculum to include practical sessions alongside theoretical content. This study explores the impact of this curriculum revision on student engagement and physical fitness. Feedback from 200 postgraduate students, aged 20-25, indicated a strong preference for incorporating practical sessions into the curriculum, with 98% of respondents favoring this change. The revised curriculum allocated two hours per week for physical activities, aimed at enhancing student engagement and promoting the importance of physical fitness. The effectiveness of the new curriculum was assessed through a one-minute push-up test, measuring upper body strength at the beginning and end of the semester. Initial results showed that 50% of the students struggled to complete the test. However, by the end of the semester, 96% of students successfully completed the one-minute push-up test, indicating significant improvement in physical fitness. The study concludes that integrating practical sessions into GEC physical education courses not only improves student engagement but also enhances physical fitness. It highlights the need for a balanced approach, combining theory with hands-on activities, to foster holistic development. The findings suggest that other departments offering practical-oriented courses could benefit from incorporating similar practical components into their curricula.

Keywords: Curriculum, Generic Elective Course, Physical Education, Practical Sessions, Training

1. INTRODUCTION

In general, physical education courses are both theory-based and practically oriented for students majoring in physical education. However, when Generic Elective Course (GEC) comes to students from other disciplines, many universities tend to offer only theory-based curricula (Çolak et al., 2024). This approach can be monotonous for students from other departments who are already engaged in theoretical classes throughout the day (Muslan, 2023). When physical education is also delivered in a purely theoretical manner, it can lead to disengagement and boredom among these students (Dery, 2023). To address this issue, the Department of Physical Education at the Central University of Haryana took the initiative to revise the curriculum. Although the

department was established in 2020, it began offering a GEC in physical education. Initially, the GEC course was entirely theoretical. However, feedback from students across various other departments highlighted a strong preference for the inclusion of practical sessions within the curriculum (Setya Nugraha et al., 2024).

The students expressed that the lack of physical activity in their schedule made the theoretical content less engaging and less relevant to their overall well-being (Zhang, 2024). Recognizing this, the department decided to revise the curriculum to include practical physical education sessions. The physical activity may help to take the students away from the stressful environment and improve the student's physical fitness (Chakraborty et al., 2023). Generally, the GEC curriculum is not difficult for students; they must have self-interest in choosing the subjects. If it feels forced, the students may struggle to complete the course (Koka et al., 2017). The new curriculum now dedicates two hours per week to ground activities, allowing students to engage in physical exercises and sports, thereby breaking the monotony of their daily routine and providing them with a hands-on learning experience (L et al., 2024). The revision aimed not only to enhance student engagement but also to emphasize the importance of physical fitness and health, even for those not

Publisher Note:

CV Media Inti Teknologi stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright

©2024 by the author(s).

Licensee CV Media Inti Teknologi, Bengkulu, Indonesia. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

majoring in physical education (Burgueño et al., 2024). Practical sessions offer students the opportunity to experience the benefits of physical activity firsthand, which is essential for promoting lifelong healthy habits (Arikan & Milosav, 2024). This change also aligns with the broader educational goal of fostering holistic development in students, encompassing both mental and physical well-being (Fitri et al., 2024).

By incorporating practical sessions into the GEC course, the Department of Physical Education at the Central University of Haryana has set a model for other institutions. This approach recognizes that physical education should not be limited to theoretical knowledge, especially for students who spend most of their academic time in lecture halls. Instead, it should be an active, engaging, and integral part of the university experience for all students, regardless of their major (Gong et al., 2024).

2. MATERIAL AND METHOD

Before revising the curriculum, feedback was collected from 200 Post Graduate (PG) students from Central University of Haryana, who were enrolled GEC in various departments other than physical education. These students, aged 20-25, were asked a

straightforward question via a questionnaire: Would they prefer a purely theoretical GEC course or includes practical sessions? After incorporating practical sessions into the revised curriculum, the study assessed its impact on students' physical fitness by using a one-minute push-up test to measure upper body strength. The performance data from this test were analyzed to evaluate and understand the level of the students and students also understand the value of the practical sessions in a physical education.

3. RESULT AND DISCUSSION

1.1 Result

The initial theoretical curriculum did not engage students effectively, the practical class day 1 there are 50 students' upper body physical fitness strength was assessed by using a one-minute push-up test during one minute (60 Sec) test within 40 sec its self-50 % (25 students) were unable to perform in complete time and many students struggled with basic physical tasks, such as performing push-ups for one minute. However, after the introduction of practical sessions for hole semester, there was an appreciable improvement in student engagement in physical activity. The end of the course 96 % of the people completed one minute (60 Sec) test completely.

Table 1. Student Response

GEC PG Students	Total participant 200	196 (98%)	4 (2%)
Question and Response	Would they prefer a purely theoretical GEC course or includes practical sessions?	"Yes" we Need includes practical sessions	"No" we No Need includes practical sessions

Out of the 200 students surveyed, 196 expressed a preference for the inclusion of practical sessions in the physical education curriculum.

Table 2. Revised curriculum with both new and old schemes

Curriculum Framework / Scheme	S. No	Course Credit	Course Code	General Elective Course (GEC) Subject Title	Credits (Theory)	Credits (Tutorial/Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
Before	1	4	SOE PES 030101 GEC 4004	Wellness Through Games and Sports	4	0	0	4
After		4	SOE PES 030101 GEC 3024		3	0	2	4
Before	2	4	SOE PES 030303 GEC 4004	Physical Fitness and Conditioning	4	0	0	4
After		4	SOE PES 030303 GEC 3024		3	0	2	4
New Course	3	4	SOE PES 030202 GEC 3024	Health Education and Nutrition	3	0	2	4
New Course	4	4	SOE PES 030404 GEC 3024	Exercise and Rehabilitation	3	0	2	4

1.2 Discussion

The findings suggest that the inclusion of practical sessions in the GEC physical education curriculum significantly enhances student engagement and physical activity (Devi & Ganguly, 2024). The day one in introduction class the teacher asked to the students why you chosen this GEC? most of the students answered that the physical education GEC

are very easy but once performing the push-ups for one minute they organized the value of the physical education. The practical sessions allowed students to experience the benefits of physical education firsthand, (Lambert et al., 2024) changing their perception that physical education is merely about playing sports. The study highlights the importance of balancing theoretical and practical components in

physical education courses, particularly for non-physical education majors (Poluzzi et al., 2024).

4. CONCLUSION

This study underscores the need for integrating practical sessions into the GEC physical education curriculum. The results indicate that a 50-50 split between theoretical and practical sessions would likely yield better outcomes in terms of student engagement and physical fitness activity. Future curricula should consider this balance to maximize the benefits of physical education for all other department students. In addition to physical education courses, any course that is related to practical orientation should include some practical hours since this could encourage students to actively participate in the learning process.

AUTHOR INFORMATION

Corresponding Authors

Ravinder Pal Ahlawat, Central University of Haryana, India

 <https://orcid.org/0009-0007-3405-4567>

Email: ravinder@gmail.com

Jaiprakash Bhukar, Central University of Haryana, India

 <https://orcid.org/0000-0002-4175-3741>


Email: jpbhukar@cuh.ac.in

Parveen Kumar, Central University of Haryana, India

 <https://orcid.org/0009-0000-1866-5543>

Email: drparveen@cuh.ac.in

Sandeep Dhull, Central University of Haryana, India

 <https://orcid.org/0000-0001-8202-7714>


Email: sandeepdhull@cuh.ac.in

Gajender Singh, Central University of Haryana, India

 <https://orcid.org/0009-0004-0851-9103>

Email: gajender@cuh.ac.in

Ajithkumar L, Central University of Haryana, India

 <https://orcid.org/0000-0001-9991-6948>

Email: ajithkumarl05@gmail.com


Kasthuri Thilagam P, Government High School, Tiruchirappalli

 <https://orcid.org/0000-0002-6927-6027>

Email: kasthuri.chem@gmail.com

Authors

Kumar P, Central University of Haryana, India

 <https://orcid.org/0000-0002-0511-4598>

Email: kumarp@cuh.ac.in

REFERENCE

- Arikan, G., & Milosav, Đ. (2024). Integrating Research Methods Training into Elective Courses in an Undergraduate Curriculum. *PS: Political Science & Politics*, 57(1), 113–118. <https://doi.org/10.1017/S1049096523000483>
- Burgueño, R., García-González, L., Abós, Á., & Sevil-Serrano, J. (2024). Students' motivational experiences across profiles of perceived need-supportive and need-thwarting teaching behaviors in physical education. *Physical Education and Sport Pedagogy*, 29(1), 82–96. <https://doi.org/10.1080/17408989.2022.2028757>
- Chakraborty, S., Suryavanshi, C. A., & Nayak, K. R. (2023). Cognitive function and heart rate variability in open and closed skill sports. *Annals of Medicine*, 55(2). <https://doi.org/10.1080/07853890.2023.2267588>
- Çolak, T., Daylan Koçkaya, P., Yener, M. D., & Kaygin, E. (2024). The Impact of Elective Courses on Student Satisfaction and Attitudes in Medical Education: A Case Study of Kocaeli University Faculty of Medicine. *Acta Medica Nicomedia*, 7(1), 84–91. <https://doi.org/10.53446/actamednicomedia.1377377>
- Dery, L. A. (2023). Analysis of Interest in Learning Physical Education in Students MIN 1 Bengkulu City. *Indonesian Journal of Sport, Health and Physical Education Science*, 1(1), 25–29. <https://doi.org/10.58723/inasport.v1i1.76>
- Devi, A., & Ganguly, R. (2024). Pre-service teachers' and recent teacher graduates' perceptions of self-efficacy in teaching students with Autism Spectrum Disorder – an exploratory case study. *International Journal of Inclusive Education*, 28(10), 2218–2234. <https://doi.org/10.1080/13603116.2022.2088869>
- Fitri, D. A., Yarmani, & Sugihartono, T. (2024). The Relationship Between a Healthy Lifestyle and the Level of Physical Fitness of State Junior High School 1 Ujan Mas Students, Kepahiang Regency. *Indonesian Journal of Sport, Health and Physical Education Science*, 2(2), 49–53. <https://doi.org/10.58723/inasport.v2i2.190>
- Gong, T., Li, J., Yeung, J. Y., & Zhang, X. (2024). The association between course selection and academic performance: exploring psychological interpretations. *Studies in Higher Education*, 1–14. <https://doi.org/10.1080/03075079.2024.2310151>
- Koka, R., Koçe, T., Kroiča, J., & Meškovska, L. (2017). Elective Course for Medical Students:

- Topicality, Development, Implementation, Benefits. *European Journal of Social Sciences Education and Research*, 11(2), 175.
<https://doi.org/10.26417/ejser.v11i2.p175-181>
- L, A., P, K., Kumar, P., & P, K. T. (2024). Thematic Analysis on the Integration of Engineering Concepts in Physical Education: A Collective Approach for Innovative Transformation. *Indonesian Journal of Sport, Health and Physical Education Science*, 2(2), 77–83.
<https://doi.org/10.58723/inasport.v2i2.225>
- Lambert, K., Ford, A., & Jeanes, R. (2024). The association between physical education and academic achievement in other curriculum learning areas: A review of literature. *Physical Education and Sport Pedagogy*, 29(1), 51–81.
<https://doi.org/10.1080/17408989.2022.2029385>
- Muslan. (2023). Utilization Of Peer Tutorial Methods In Improving Learning Outcomes Lay Up Shoot VIII Grade Students Of SMP N 4 Rejang Lebong. *Indonesian Journal of Sport, Health and Physical Education Science*, 1(1), 9–19.
<https://doi.org/10.58723/inasport.v1i1.71>
- Poluzzi, E., Raschi, E., Lunghi, C., Bertuccio, A., Eleftheriou, A., & De Ponti, F. (2024). Learning of clinical pharmacology by future prescribers in Bologna: Teachers' and students' reflections on the way forward. *British Journal of Clinical Pharmacology*.
<https://doi.org/10.1111/bcp.16054>
- Setya Nugraha, A., Raibowo, S., Eko Nopiyanto, Y., & Fajrin Rahmi, M. (2024). Merdeka Curriculum: Perceptions of Physical Education Teachers, Sports and Health. *Indonesian Journal of Sport, Health and Physical Education Science*, 2(1), 35–40.
<https://doi.org/10.58723/inasport.v2i1.140>
- Zhang, Z. (2024). Construction and Application of Physical Education Classroom Teaching Model Integrating MOOC and Flipped Classroom. *Scalable Computing: Practice and Experience*, 25(1), 395–406.
<https://doi.org/10.12694/scpe.v25i1.2305>